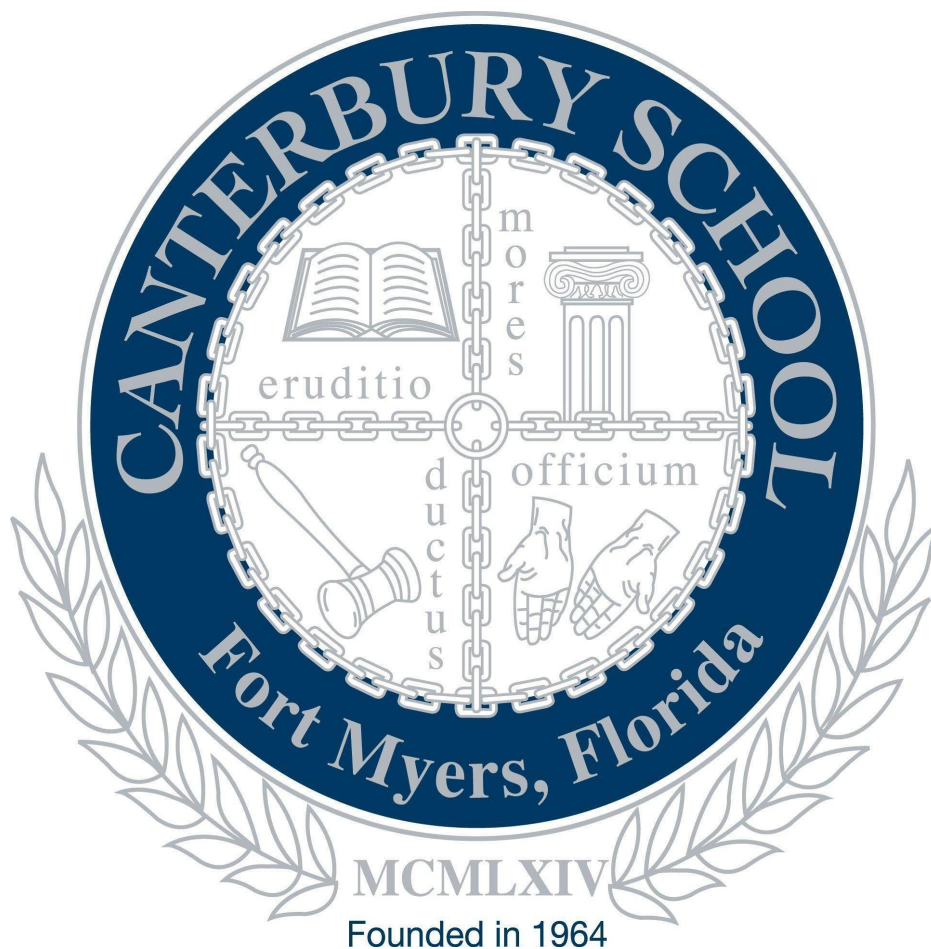




MIDDLE SCHOOL

Curriculum Guide 2026 - 2027

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Mission

Canterbury School is a college preparatory school that is dedicated to academic excellence within a caring and supportive community emphasizing character, leadership, and service.

Vision

We strive to prepare students of ability, promise, and diverse backgrounds for success in the art of leading a meaningful life.

Middle School

The Middle School's mission is to ensure opportunities for academic and personal growth while recognizing, appreciating, and promoting the unique gifts of each emerging adolescent. We strive to develop character and citizenship while inspiring a love of learning.

Use Of This Curriculum Guide

This Curriculum Guide is designed to help students and their parents with the preparation of a program of studies for the 2025-2026 academic year. It should be used in conjunction with the course selection sheet to plan a course of study for next year and beyond. The school reserves the right to alter the course content if faculty changes or other factors require such a change.

Middle School Program (Grades 5 - 8)

The Canterbury Middle School program offers a wide variety of courses designed to prepare our students for the requirements of the Upper School. The curriculum includes core courses in eight major departmental areas:

- ❖ English
- ❖ Mathematics
- ❖ Science
- ❖ History and Social Sciences
- ❖ World Languages
- ❖ Visual and Performing Arts
- ❖ Computer Science
- ❖ Physical and Health Education

Middle School students do not receive Upper School graduation credit for any courses taken during the Middle School years.

English Department

As a college preparatory school, our primary focus at Canterbury is identifying and developing the knowledge and skills our students need to succeed in higher education. The basic academic competencies essential to effective work in all disciplines-- reading, writing, speaking and listening--are the heart of the English curriculum. Therefore, when teaching English, we want to develop these specific academic competencies:

In Reading:

- ❖ The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
- ❖ The ability to separate one's personal opinions and assumptions from a writer's.
- ❖ The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
- ❖ The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, title and subtitles, index, glossary, appendix, and bibliography.
- ❖ The ability to understand a range of literature representative of different literary forms and various cultures.
- ❖ The ability to define unfamiliar words by decoding, using contextual clues, or using a dictionary or a thesaurus.

In Writing:

- ❖ The ability to write informatively, persuasively, analytically, and creatively
- ❖ The ability to conceive ideas about a topic for the purpose of writing.
- ❖ The ability to write standard English sentences with correct sentence structure, verb forms, mechanics (including punctuation, capitalization, possessives, agreement), diction and spelling.
- ❖ The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes.
- ❖ The ability to improve one's own writing by restructuring, correcting errors, and rewriting.
- ❖ The ability to organize, select and relate ideas and to outline and develop them in coherent paragraphs.
- ❖ The ability to gather information from primary and secondary sources; to write reports using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.

In Speaking and Listening:

- ❖ The ability to engage critically and constructively in the exchange of ideas, both in class discussions and conferences with instructors.
- ❖ The ability to answer and ask questions coherently and concisely and to follow spoken instructions.
- ❖ The ability to vary one's use of spoken language to suit different situations.
- ❖ The ability to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly; and to evaluate similar presentations by others.
- ❖ The ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.

Beyond these fundamental competencies, there is an emphasis on developing the ability to prepare for various types of examinations and to devise strategies for pacing, attempting or omitting questions, thinking, writing, and editing according to the type of examination. Special emphasis is also placed on setting study goals and priorities. Consistent with stated course objectives and the student's own progress, we shall establish surroundings and habits conducive to learning independently or with others and follow a schedule that accounts for both short and long-term projects. Finally, it is our major objective to teach our students to accept constructive criticism and learn from it.

English (5)

The fifth-grade English language arts program builds upon a foundation of reading, writing, critical thinking, grammar, and vocabulary skills to prepare students for academic success in middle school. Embarking on a year-long exploration of the themes of identity and civilization, students begin to examine their own identities and their roles in society. Shared novel studies provide opportunities for guided reading instruction, application of active reading strategies, and the introduction of literature analysis. As students transition from learning to read to reading to learn, they begin to sharpen their nonfiction reading skills. Students demonstrate their thinking in cooperative group discussions and written responses. Writing is cultivated with frequent narrative and creative writing. Brainstorming, planning, drafting, revising, editing, and conferencing each play a role in the writing process. In both oral and written expression, students are expected to apply new vocabulary and grammar skills. In addition to guided vocabulary instruction through a textbook and shared reading, Greek and Latin roots are introduced from Greek and Roman mythology as part of a cross-curricular unit between language arts and social studies.

Seminar (5)

This year-long course supplements Fifth Grade English and strengthens students' skills in reading comprehension, vocabulary, grammar, and written expression. Enrollment in this course is by invitation only and requires the recommendation of the student's English teacher, Division Director, and the Student Support Services Department. Standardized test scores are also taken into consideration. Students enrolled in Seminar do not take a World Language.

English (6)

The English Language Arts program in grade six continues to build on the skills introduced in grades four and five. The spiral curriculum allows skills to be revisited and developed over time in developmentally appropriate ways. Through both guided reading instruction and student-selected texts, reading strategies are reinforced and practiced, and analytical skills are honed. Vocabulary instruction is an ongoing and varied pursuit. Not only is there guided instruction driven by a textbook, but it is also an integral part of all language arts activities. Students are expected to identify meanings and implement their ever-expanding vocabularies through writing, reading, and conversation. Writing is a multi-part process that includes revision, editing, and conferencing with both peers and teachers. Explicit instruction and targeted mini-lessons support the continued pursuit of proper mechanics, grammar, and usage.

Seminar (6)

This year-long course supplements Sixth Grade English and strengthens students' skills in reading comprehension, vocabulary, grammar, and written expression. Enrollment in this course is by invitation only and requires the recommendation of the student's English teacher, Division Director, and the Student Support Services Department. Standardized test scores are also taken into consideration. Preference is given to students previously enrolled in English Seminar in Grade Five. Students enrolled in Seminar do not take a World Language.

English (7)

The 7th grade English program centers on the themes of perseverance and coming of age. In other words, how does overcoming challenges help one to grow and mature? The course begins with an in-depth analysis of character and plot development and an understanding of the active reading strategies (questioning, visualizing, predicting, connecting, and responding). Students read and write about four different novels from a variety of genres. Students will identify and explain the way that internal/external conflicts plague the main character as each one grasps for the appropriate solutions to his or her problems. By the year's end, the students will not only have mastered the basics of a full-length analytical essay with textual support cited, but they will be able to create a well-organized response to a passage of work as well.

Seminar (7)

This year-long course supplements English Seven and builds the fundamental skills needed to become a proficient reader and writer. By reviewing and reinforcing the curricular skills introduced in English Seven, this course also strengthens students' critical thinking skills which extend across the curriculum. Enrollment in this course is by invitation only and requires the recommendation of the student's English teacher, Division Director, and the Student Support Services Department. Standardized test scores are also taken into consideration. Preference is given to students previously enrolled in English Seminar in Grade Six. Students enrolled in Seminar do not take a World Language.

English (8)

English 8 is a course designed to expand knowledge through literature and establish one's writing voice. During this class students will engage with varied reading texts and strengthen their writing skills to prepare them for success in the upper school. Essential reading skills are refined by annotating texts, participating in small and large group discussions, and making meaningful connections with theme and world connections. Writing skills are enhanced by literary analysis, expository and creative writing, research, and presentations. Students will have extensive practice with drafting and revising as well as peer editing to produce well crafted and structured pieces of writing by the conclusion of their 8th grade year.

Seminar (8)

This year-long course supplements English Eight and builds the fundamental skills needed to become a proficient reader and writer. By reviewing and reinforcing the curricular skills introduced in English Eight, this course also strengthens students' critical thinking skills which extend across the curriculum. Enrollment in this course is by invitation only and requires the recommendation of the student's English teacher, Division Director, and the Student Support Services Department. Standardized test scores are also taken into consideration. Preference is given to students previously enrolled in English Seminar in Grade Seven. Students enrolled in Seminar do not take a World Language.

Mathematics Department

The mathematics department of Canterbury School is committed to providing all students with access to high quality, engaging mathematics instruction. There are high expectations for all and appropriate help in striving for this level of achievement. Our curriculum is mathematically rich, providing students opportunities to learn mathematical concepts and procedures with understanding. At all levels, the mathematics program emphasizes individual growth, skills development, a high caliber of instruction and high standards. The program provides students with access to the latest technological tools and the opportunity to challenge them and take risks in an atmosphere of mutual respect and partnership.

The department strives to enable students to demonstrate confidence as mathematical thinkers; to encourage students to grow in accepting responsibility for their learning of math; and to enable students to recognize the power that comes from understanding and doing math. Our students and teachers investigate the usefulness of mathematics in everyday life and relate mathematics to college and careers. Our program aims to provide students with opportunities, encouragement and support for speaking, writing, reading, and listening in all mathematics classes.

Math (5)

At year's end, fifth grade students have mastered whole number operations and are developing greater fluency with fractions, decimals, and positive and negative integers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Grids, tables, graphs, and charts are used to record and analyze data.

Math (6)

At year's end, sixth grade students are accurately solving problems by utilizing the four arithmetic operations with whole numbers, fractions, decimals, and positive/negative integers. Students apply their knowledge to statistics, probability, and data analysis. They conceptually understand and work with ratios, compute percentages, and utilize formulas involving geometric shapes. Students are developing their ability to think algebraically.

Advanced Math (6)

Advanced Math is the course that bridges elementary math concepts to their algebraic counterparts. The content emphasis is on operations and applications involving integers and rational numbers, as well as proportional thinking, graphing, simplifying variable expressions, solving equations, and understanding the basics of geometry, probability and statistics. This class is designed for the exceptional student and may lead to placement into the Algebra I Honors Advanced course.

Entrance into this class is by departmental invitation only.

Math 7

The purpose and goal of Math 7 is to enable students to successfully bridge the transition from arithmetic to algebra. The content emphasizes problem solving, applications, communication, and connects mathematics to students' lives and to the real world. Integers, variables, equations, ratio, proportion, percent, graphing, along with selected topics from geometry, probability, and statistics are some of the topics covered.

Pre-Algebra Honors (7)

The honors level Pre-Algebra class is designed for the exceptional student. This course reinforces mathematical skills taught in previous classes with additional advanced computation, including an emphasis on algebraic concepts. Students will develop and expand problem solving skills (creatively and analytically) in order to solve word problems.

Entrance into this class is by departmental invitation only.

Algebra I Honors Advanced (7)

This advanced level first year algebra course is a continuation of Advanced Math 6 with Advanced topics and is designed for the exceptional student. The course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

Entrance into this class is by departmental invitation only.

Math 8

Math 8 is designed to provide each student with a solid foundation in the fundamental skills of algebra. Emphasis is placed on working with real numbers both symbolically and in the context of word problems. Topics include simplifying numerical and algebraic expressions, translating words to symbols/symbols to words, evaluating and solving equations and inequalities, graphing linear functions, solving systems of linear equations, and solving quadratic equations.

Algebra I Honors (8)

This honors level first year algebra course is a continuation of Pre-Algebra Honors and is designed for the exceptional student. The course provides a formal development of the algebraic skills and concepts necessary for students to succeed in honors courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. topics include: operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

Entrance into this class is by departmental invitation only.

Algebra II Honors Advanced (8)

This course is a continuation of Algebra I Honors Advanced. Minimal time is spent reviewing. Students are expected to have a firm grasp of elementary algebra topics coming into the course. Specific topics stressed are those in advanced algebra such as complex numbers, polynomials, logarithms, circular and right triangle trigonometry, solving trigonometric equations, and using identities. A TI-84 graphing calculator is required.

Entrance into this class is by departmental invitation only.

Science Department

The goal of the Science Department is to prepare our students to connect science to their lives as well as the world around them. As they progress through the curriculum, the students will grow and develop in their understanding of scientific concepts and their ability to use the tools of science, math, and technology. Emphasis is placed on fostering curiosity, creative thinking, and problem-solving skills. Care is taken to address the learning styles of each student to ensure that all students are supported throughout the sciences. Canterbury students develop an awareness and understanding of scientific principles and acquire the ability to observe, investigate, and analyze natural phenomena. As Canterbury students acquire investigative skills, they become able to predict the outcome of an experiment on the basis of previous experience and to analyze critically the results of this effort. As individuals who are equipped with these abilities and skills, Canterbury graduates are prepared to be knowledgeable citizens capable of leading the efforts to address community and global science issues.

The Science Department offers a balanced program emphasizing life, physical, chemical, and environmental sciences. In the Middle School program, the students are introduced to the sciences using age-appropriate texts, technology, and laboratory equipment.

Science (5)

In fifth grade science, students will study all aspects of their Florida environment: climate systems, habitats and food chains, and the overall impact humans have upon our Florida ecosystem.

Students begin the year with the study of the scientific method and the fundamentals of experimentation. Students design, conduct, and evaluate their own plant-growing experiments as well as other hands-on laboratory activities. This helps students apply new knowledge, develop observational skills, sequence data, and bring meaning to their findings.

Hands-on experiential learning is enhanced all year long through both independent and cooperative projects, investigative laboratory experiments, and field trips.

Earth Science (6)

The sixth grade science program emphasizes critical thinking and scientific reasoning. Application of knowledge and hands-on based investigations of Earth Science are paramount to the curriculum.

Students begin the year with an investigation of scientific inquiry, refining process skills, learning scientific methodology, and ultimately designing and carrying out their own geochemistry experiments. They write up this experiment following the formal scientific format. Students investigate geology and hydrology, with an emphasis on the biology and ecology of our local ecosystems.

Investigations into Earth's topography and geologic formations will help to develop proficiency in framing questions, measuring, and drawing logical inferences. Students continue to refine their laboratory techniques and begin experimenting with chemistry, learning the building blocks of the world around us.

Hands-on experiential learning is enhanced all year long by reading, scientific writing, microscopy, and cooperative group projects.

Life Science (7)

This course provides students with an introduction to the disciplines involved in the organization, processes, and adaptations for survival of living things. The class includes the study of the characteristics of living things, including plant, animal, and bacterial cell structures, classification and taxonomy, along with the anatomy and basic physiology of vertebrate and invertebrate animals. Students investigate the systems of life that maintain an organism's homeostasis. The focus on disease and the factors impacting the students' health is investigated. Laboratory and critical thinking skills are developed in this course with an emphasis on student-designed labs. The integration of scientific writing, reading literacy, scientific calculations, research, and study skills are year-long assessments.

Physical Science (8)

This course provides an overview of the fundamental principles of chemistry and physics. Together, these two disciplines form the rules and foundation on which our understanding of the natural world relies. The course is divided into major academic sections that overlap with sub-units emphasizing practical application, lab techniques and math concepts. The course begins with lab equipment education, data collection, analysis, avenues of communication and fundamental inquiry skills. The chemistry unit focuses on the fundamentals of matter including atomic structure, the use of the periodic table, chemical reactions, and balancing chemical equations. A subunit of Astronomy incorporates the role of nuclear chemistry in the formation of the universe while introducing the connection between chemistry and physics. The second unit explores Newtonian laws of motion, basic forces, inertia, and Energy. Throughout the course, students use laboratory experiments to derive laws and equations as well as to reinforce concepts. The course stresses math skill development, the use of the International System of Units, and the application of scientific inquiry. A series of lab reports, presentations, and research projects are a required component of this course.

History And Social Sciences Department

A sound knowledge of the past and the ability to relate that knowledge to the present is essential to becoming a responsible citizen. At Canterbury, we hope to attain this goal by providing a varied and intellectually challenging social sciences program for students at all levels. In developing this goal, we feel a Canterbury student should achieve the following:

A general working knowledge of:

- ❖ Physical and cultural geography with a concentration on their evolution and interaction.
- ❖ The evolution of Western Civilization and the impact it has had on various cultures.
- ❖ The major themes of American history from the Founding Fathers to the present.
- ❖ World history and comparative cultures.
- ❖ The “sciences” of psychology, economics, human geography and government.
- ❖ These fundamental academic skills:
- ❖ Differentiating fact from opinion.
- ❖ Understanding the relationship between cause and effect.
- ❖ Being able to interpret various documents and offer an in-depth analysis of them.
- ❖ Being able to analyze and interpret historical and contemporary social problems.
- ❖ Being able to defend a position on a controversial issue using evidence from available sources.
- ❖ These basic study skills:
- ❖ Note-taking.
- ❖ Ability to plan, write and revise a historical essay.
- ❖ Conveying ideas in both oral and written manner.
- ❖ Preparing for objective and subjective tests.
- ❖ Planning, writing and completing research papers.
- ❖ Integrating technology into social sciences and humanities research.

The Social Sciences curriculum incorporates and meets the Florida Sunshine State Standards for social sciences and the standards set by the National Council for Social Sciences (NCSS) as well as the National Center for History in the Schools, the National Council for Economic Education, the Center for Civic Education and the National Geographic Association.

Ancient World History (5)

“What are the common characteristics of civilizations, and how have they evolved over time?” Fifth graders ask this guiding question as they study ancient civilizations. Beginning with Early Hominins, students explore prehistoric times and the advent of civilization. Cross-curricular partnerships with Fifth Grade Language Arts and Science help students make connections with their informational text and strengthen their understanding of new concepts. Comprehending primary sources, digital resources, relevant nonfiction, and a print textbook with a digital subscription requires students to use informational text reading strategies such as: Preview, Question, Close Read with Text Features, Make Connections, Take Notes, Summarize, and Study. Students enjoy role-playing, virtual field studies, and class simulations as they delve into the ancient civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome. On any given day, students may be scrutinizing their classmates’ “garbage” as archaeologists examine artifacts for clues about a civilization’s culture, role-playing as elders during a simulation of Confucianism in ancient China, or debating whether it would have been preferable to live in Athens or Sparta. Hands-on, interactive learning challenges students to

think critically about their current places in history and the people and events that came before them. Significant themes pursued include: Time, Continuity, and Change; Culture; People, Places, and Environment; Individual Development and Identity; Power, Authority, and Governance; Production, Distribution, and Consumption; and Science, Technology, and Society. Research projects give students opportunities to enhance their technology and public speaking skills as they present their findings to their peers. A news periodical connects students with national and global events while building cultural literacy. Fifth graders put the “social” in social studies by working cooperatively in small groups to learn not only about ancient civilizations, but also about themselves and each other as learners in an ever-changing modern world.

Medieval World History and Beyond (6)

Medieval World History and Beyond is the study of the world during and after the fall of the Roman Empire. As the course progresses, it introduces students to the birth of Islam and many civilizations that were concurrently developing throughout the world during the medieval period and the early modern era. Topics include the rise of Christianity, the spread of Islam, the Crusades, medieval daily life, feudalism, and how the high middle ages evolved into the Renaissance. Students also study African cultures, Imperial China, Japan, South Asia, Southeast Asia, and the Mongols. The course concludes with the Age of Exploration, European colonization, the Industrial Revolution, and the Enlightenment. Students will continue to develop the art of persuasive writing, practice analyzing primary documents, and critical-thinking skills.

American History (7)

In this course, students explore American history from the pre-Columbian era to the present. The course takes students on a journey through the American Revolution, the formation of government, westward expansion, Florida history, and specific events of the twentieth century. Instruction utilizes historical concepts that center on political, cultural, geographic and economic influences. The main purpose of this course is to provide a survey of American history from the first Americans to the twenty-first century. The course serves as a foundation for future social science courses, as elements of government, geography, economics, and literature are integrated into the study of American history. Students are expected to acquire a sense of history by focusing on historical change, its causes, and its effects. Changes in culture, identity, and demographic diversity are central themes to the course. In addition, students will examine the development of the American political and economic system and its impact on both the physical and social environment in which we live.

Economics & Government (8)

This course is a study of our national government that utilizes group-oriented activities to reinforce concepts of civic education. Students study and discuss the documents, which form the foundation of American government such as the Declaration of Independence, the Constitution, and the Bill of Rights. Students gain a deep understanding of the function of the three branches of government, as well as of political parties, campaigning, polls, elections, lobbying and a comprehensive study of the criminal justice system. The major objective is to instill a sense of ownership and participation in our democracy, realizing that a government by the people is complicated and challenging, requiring an individual's responsibility in creating a just society that works for the common good.

World Languages Department

The Canterbury World Languages Department supports the Standards for Foreign Language Learning in the 21st Century, our national standards, by promoting a program that provides students with a wealth of curricular experiences, leading to the use of the target language to communicate effectively in a variety of contexts and in culturally appropriate ways. We recognize and encourage students to develop their skills within the three communicative modes—interpersonal (personal interaction in written and oral formats), interpretive (understanding written and oral texts), and presentational (one-way communication in written and oral formats).

As the study of foreign languages is a cumulative endeavor, all but the entry-level courses require departmental approval for promotion. For students currently enrolled in our program, promotion is based upon daily performance as well as on the level of mastery demonstrated during the year. Students with a C- or lower for the year-end grade will be asked to do review work over the summer before progressing into the next course in the World Languages sequence. Lastly, students new to Canterbury will be placed in the appropriate world language course based upon results of placement testing and/or teacher interviews.

The fifth grade world language program begins with exploration of Spanish, French, and Chinese with special emphasis on making connections to the English language. Students will choose to continue their studies by choosing a yearlong course in either Chinese, French, or Spanish.

Introduction to World Languages (5)

In the fifth grade, students begin their world language studies with a survey course covering basic language skills in Chinese, French, and Spanish. Students will be introduced to one language each Quarter and learn basic introductions and greetings, customs, and traditions in countries where the language is spoken, and review connections between the language and English.

Spanish I A (6/7/8)

Spanish 1A introduces students to the Spanish language through listening, speaking, reading, and writing using the American Council on Teaching Foreign Languages (ACTFL) Proficiency Guidelines as a framework. Students learn to understand and use basic words, phrases, and memorized expressions to communicate about familiar topics such as greetings, school, hobbies, family, and daily activities. In listening and reading, students learn to recognize high-frequency words (including cognates) and phrases when supported by strong context. In speaking, students learn how to function in immediate settings, exchanging greetings and providing basic information about themselves and others. In writing, students practice reproducing familiar words and phrases to talk about themselves and other people. Through the use of authentic videos and readings, students learn foundational vocabulary, pronunciation, and simple sentence structures, including present-tense verbs, adjectives, and basic questions.

Spanish I B (7/8)

Spanish 1B is designed to strengthen and expand the foundational skills developed in Spanish 1A. Students continue to focus on listening, speaking, reading, and writing using the American Council on Teaching Foreign Languages (ACTFL) Proficiency Guidelines as a framework. Through meaningful communication and culturally rich themes, students deepen their understanding and use of Spanish in real-life contexts. Instruction emphasizes high-frequency verbs, present-tense structures, and emerging past-tense concepts while expanding vocabulary related to daily life, homes and communities, celebrations, sports, routines, travel, childhood, and legends from the Spanish-speaking world. Students engage in interpretive,

interpersonal, and presentational tasks that integrate listening, speaking, reading, and writing, supported by authentic materials and technology. Spanish 1B intentionally prepares students for Spanish 1C by building linguistic confidence, expanding grammatical accuracy, and fostering cultural awareness, enabling students to communicate with greater complexity and independence.

Spanish I C (7/8)

Spanish 1C targets and focuses on refining students' ability to communicate effectively in Spanish across a broader range of real-world situations. Students continue to focus on listening, speaking, reading, and writing using the American Council on Teaching Foreign Languages (ACTFL) Proficiency Guidelines as a framework. Students apply and extend their knowledge of grammar, including past tenses, reflexive structures, and complex verb patterns, while expanding vocabulary related to personal experiences, cultural traditions, travel, storytelling, and everyday life. Emphasis is placed on meaningful communication, critical thinking, and cultural connections through projects, discussions, presentations, and authentic texts. Instruction is scaffolded to support accuracy and fluency, encouraging students to express preferences, share information, and narrate events with increasing detail. By the end of Spanish 2C, students demonstrate greater confidence and proficiency in speaking, listening, reading, and writing, preparing them for continued study of Spanish at the Upper School level.

French I A (6)

In the sixth grade, students begin a two-year language sequence starting with the first half of the level I curriculum which will be completed in 7th grade. Emphasis will be placed on their ability to use the language to communicate with simple sentences. They will learn vocabulary, grammar structure, culture, and communication tools. The students will have the opportunity to work on a series of projects using the language in effective and practical situations.

French I A (6/7/8)

French 1A is an introductory course designed to spark students' interest in learning French while building foundational communication skills in the four language domains of listening, speaking, reading, and writing, using the American Council on Teaching Foreign Languages (ACTFL) Proficiency Guidelines as a framework. Students learn to understand and use familiar words, memorized phrases, and simple sentences related to everyday topics such as greetings, school, numbers, preferences, and daily activities. Through interactive activities, songs, games, short texts, and guided practice, students develop basic listening comprehension and begin to communicate orally using practiced language and supported exchanges. In reading and writing, students interpret short, highly supported texts and produce simple written responses using familiar vocabulary and structures. Instruction emphasizes pronunciation, basic sentence formation, and cultural awareness of the Francophone world. This course lays the foundation for continued study of French and the development of confidence as a language learner.

French I B (7/8)

This course builds upon the foundations established in French 1A and continues to develop students' communicative competence across listening, speaking, reading, and writing, guided by the ACTFL Proficiency Guidelines. Students expand their ability to understand spoken and written French on familiar topics such as family, hobbies, school life, and daily routines. In speaking, students participate in simple, structured conversations by asking and answering questions, expressing basic needs and preferences, and combining learned language into short strings of sentences. Listening activities emphasize comprehension of familiar vocabulary and key details in short, contextualized audio.

Reading and writing tasks focus on interpreting short texts and producing organized, simple written communication using learned grammatical structures and high-frequency vocabulary. Cultural instruction continues to highlight perspectives and practices from the Francophone world. This course strengthens students' confidence and prepares them for increased independence in French.

French I C (8)

French IC completes the middle school French I sequence and prepares students for continued study at the upper school level. Using the ACTFL Proficiency Guidelines, this course emphasizes growth across listening, speaking, reading, and writing. Students engage in more sustained communication on familiar and predictable topics, including personal experiences, school, leisure activities, and daily life. In speaking and listening, students participate in longer exchanges, ask a variety of question types, and respond using connected sentences, though communication may still rely on familiar patterns and practiced language. In reading and writing, students interpret short texts of increasing length and complexity and produce organized paragraphs that describe, narrate, and explain in primarily the present time frame, with emerging use of additional structures. Instruction emphasizes accuracy, clarity, and the ability to “create with language” while deepening cultural understanding of the Francophone world. This course prepares students for the transition to high school French and continued progression toward intermediate proficiency.

Chinese I A (6/7/8)

Chinese 1A is an introductory course designed for students with little or no exposure to Mandarin Chinese. The course takes the American Council on the Teaching of Foreign Languages Proficiency Guidelines as a basic pedagogical framework. Chinese 1A students develop a foundation in pronunciation using pinyin, basic vocabulary, and high-frequency structures related to everyday topics such as greetings, numbers, family, school, and daily activities. Cultural learning is integrated throughout the course, introducing students to traditions, customs, and daily life in Chinese-speaking communities. In interpersonal communication, Chinese 1A students can exchange very basic information using memorized words and phrases. They can greet others, introduce themselves, answer simple questions about familiar topics, and understand slow, clearly spoken Chinese supported by gestures and visuals. Interpretively, students can recognize familiar words and phrases when listening to short, simple spoken utterances related to practiced topics. Students can recognize and understand a limited number of high-frequency characters, simple words, and familiar phrases in short texts, signs, or captions with strong contextual support. By the end of Chinese 1A, students are beginning to use Mandarin in meaningful but highly supported ways and are developing confidence as language learners at an ACTFL Novice Low proficiency level. They are also developing a rich appreciation for and understanding of Chinese culture, traditions, and society.

Chinese I B (7/8)

Chinese 1B builds on the foundations established in Chinese 1A and emphasizes increased communicative ability and comprehension. Students expand their vocabulary and sentence patterns to discuss daily routines, preferences, descriptions, and simple personal experiences. Continued focus is placed on pronunciation accuracy, character recognition, and cultural practices across the Chinese-speaking world. Students can participate in short conversations using simple sentences and memorized language. They can ask and answer questions about familiar topics such as school life, hobbies, and likes/ dislikes, and can understand the main idea of simple, predictable spoken exchanges. In listening, students can understand the main idea and some details in short, clearly spoken audio related to everyday contexts when speech is slow and supported. For reading, students can understand short texts composed of familiar characters and structures, including brief messages, dialogues, and simple descriptions, especially when supported by visuals or other context. By the end of 1B, students will be at an ACTFL Novice Mid level, and demonstrate greater independence in comprehension and begin to recombine learned language to express original meaning.

Chinese I C (7/8)

Chinese 1C continues the development of Novice Mid proficiency with greater emphasis on sustained communication, reading comprehension, and cultural interpretation. Students engage with longer spoken and written texts, expand their ability to describe events in simple terms, and interact more confidently in everyday situations. Cultural content deepens students' understanding of perspectives and practices in Chinese-speaking societies. Students can maintain simple conversations across a range of familiar topics using strings of simple sentences. They can express basic needs, preferences, and opinions, ask follow-up questions, and understand responses in routine social interactions. Students can identify the main idea and key details in short spoken passages, conversations, and announcements related to familiar topics, even with less reliance on visual support. Students can read and understand short paragraphs composed of high-frequency characters and common sentence patterns, grasping main ideas and some supporting details. By the end of Chinese 1C, students demonstrate increased fluency, comprehension, and cultural awareness, preparing them for continued study toward a Novice High range in subsequent courses.

Arts Department

The Arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. The Arts satisfy a human need to create, interpret, understand, enjoy, and express human experience. These skills have been recognized as necessary to lifelong success. The Arts build self-esteem and confidence by making students aware of their abilities, creating opportunities for students to be successful. The Arts emphasize and develop the creative and intuitive nature of the whole child.

CougarVision Video & Tech Production (VTP) Fundamentals (6)

Fall/Spring semesters

The Video and Technical Production Fundamentals course will give students a foundation and technical understanding of video production. Students will learn to manage pre-production, production, and post-production challenges while producing our CougarVision newscast with compelling storytelling, sound, and lighting techniques. They will learn teamwork, prioritization, delegation, and how to produce a news segment during live broadcasting events. Students will learn basic skills in camera operation, video editing, audio recording and mixing; storyboarding, screenplay and scriptwriting, lighting, directing and producing, set design, on-camera talent skills, and production management. Students will learn to set up a technical crew backstage and in the booth for assemblies and various music, theatre, and athletic events. Students will showcase their work by producing short films and live productions, such as our school's newscasts and performance events.

CougarVision VTP Fundamentals (7) *Fall/Spring semesters*

This course provides students with a fundamental and technical understanding of video production, teaching them how to tackle the challenges of producing the CougarVision Newscast, Podcasting, and Morning Show through effective storytelling, sound, and lighting techniques. Students will learn to produce a news segment, live-broadcast events at the Murphy Sports Center and FineMark Field, and set up a technical crew backstage and in the booth for assemblies. They will also gain skills in photography production techniques for Media Day and photojournalism to cover games and other special events. Core skills such as camera operations, video editing, audio recording and mixing, storyboarding, screenplay and scriptwriting, lighting, directing, producing, on-camera talent, and production management will be covered.

* Extra time outside regular school hours will be needed to livestream, broadcast, and film special events. These events will be scheduled and coordinated in advance with parents and students.

CougarVision VTP Fundamentals (8) *Fall/Spring semesters*

Providing students with a fundamental and technical understanding of video production, this course will teach them how to manage the challenges of producing the CougarVision Newscast, Podcasting, and Morning Show through effective storytelling, sound, and lighting techniques. Students will learn to produce a news segment, live-broadcast events in the Murphy Sports Center and FineMark Field, and set up a technical crew backstage and in the booth for assemblies. They will also learn to apply photography production techniques for Media Day and photojournalism to cover games and other special events. Basic skills such as camera operations, video editing, audio recording and mixing, storyboarding, screenplay and scriptwriting, lighting, directing, producing, on-camera talent, and production management will be taught.

* Extra time outside regular school hours will be needed to livestream, broadcast, and film special events. These events will be scheduled and coordinated beforehand with parents and students.

CougarVision VTP JR Honors (7/8) *Fall/Spring semesters*

This course introduces students to Cinema and Film productions. Additionally, students will apply core video production concepts, including camera angles, movements, scripting, storyboarding, and the rule of thirds, in each project. They will produce photography, newscasts, podcasts, and broadcasts for our CougarVision Morning Show. Students will use effective storytelling, sound, and lighting techniques. They will research statistics and data, and prepare interviews to create hype videos, live streams, and broadcasts of games and special events at our school. The students will also develop photojournalism skills by assisting with Media Day photo shoots. This hands-on, project-based class helps students build leadership, teamwork, interviewing, researching, public speaking, and technical, analytical, and creative skills. Their work may be entered into local, national, and international contests. Students in this course may be considered for membership in the Canterbury Arts Honor Society for Multimedia Production.

Design and Construction (8) *Fall/Spring semesters.*

This middle school Theatre Design course introduces students to the creative and technical sides of live theatre. Students will explore scenic, costume, lighting, sound, marketing and props design through a selection of hands-on projects, model building, drawing, digital tools, and collaborative problem-solving. Emphasis is placed on storytelling, design concepts, and how technical elements support performance. Students will learn basic theatre vocabulary, read and analyze scripts from a designer's perspective, and present their ideas through sketches, renderings, scale models, and presentations. The course prioritizes creativity, teamwork, and safe classroom practices while giving students a strong foundation in theatrical design applied to current productions throughout the year.

Drawing (6) *Fall/Spring semesters.*

This drawing class for middle school students is designed to help students explore and develop their drawing skills in a fun and supportive environment. Students will learn foundational techniques such as line drawing, shading, and creating textures using pencils and ink. They'll also work on observational drawing, where they will practice drawing objects from real life, focusing on proportions, perspective, and detail. This class is perfect for students who are looking to improve their skills in a relaxed, creative setting.

Entrepreneurship (8) *Fall/Spring semesters.*

Students must take Fundamentals of Entrepreneurship before this class. As students' progress, they will delve into various aspects of starting and running a business. Topics covered include market research, product development, branding, marketing, sales, and financial management. Throughout the course, emphasis will be placed on fostering an entrepreneurial mindset. Students will learn to think critically, adapt to change, and embrace failure as an opportunity for growth. They will also explore the ethical and social responsibilities of entrepreneurs, considering the impact of businesses on their communities and the environment. Through group activities and simulations, students will have the opportunity to apply these concepts in a practical setting, developing business plans and pitching their ideas to their peers.

By the end of the course, students will have gained a solid understanding of entrepreneurship and the skills needed to pursue their business ideas. Whether they aspire to start their own company or simply want to develop valuable skills for the future, this course will empower them to think like entrepreneurs and make a positive impact in the world.

Fundamentals Of Entrepreneurship (7/8) *Fall/Spring semester class.*

The course begins by exploring what it means to be an entrepreneur and its importance in today's world. With a heavy focus on financial literacy, students will begin to understand how to budget, the difference between wants and needs, what a credit score is, and its impact on future purchases. Students will learn about the characteristics of successful entrepreneurs, including creativity, resilience, and problem-solving abilities. Through case studies and discussions, they will examine how entrepreneurs identify opportunities, take risks, and innovate to create value in the marketplace.

Graphic Design (7-8) *Fall/Spring Semesters*

Inspiring print, web, and social media design begins with a solid understanding of design fundamentals. Students will start with the elements of design and use problem-solving and critical thinking skills to form a visual representation to communicate an idea. Students will learn how color, images, layout, typography, and other principles influence design, branding, and messaging. As well as studying successful marketing and advertising of current popular brands. Students will build on these concepts to create design solutions for a wide range of audiences using various media and technologies for print and digital design. This project-based class will teach students how to evaluate and enhance each other's work through online and in-person constructive evaluations.

Music Ensemble (5) *This is a year long class.*

Fifth grade music students will apply the skills acquired in Lower School music classes by exploring the fundamentals of instrumental music performance in our introductory music ensemble, the Beginning band. During class, students will choose from Flute, Clarinet, Trumpet, or Trombone. The year culminates with a performance in front of a live audience.

Music Ensemble (6) *This is a year long class.*

Students in grade 6th who choose to play brass, woodwind or percussion instruments continue where they left off from 5th grade Band. Band students play at least two concerts per year and continue to build fundamentals of music through a method book series and first to second year literature.

Music Ensemble (7-8) *This is a year long class.*

Symphonic Band is an intermediate level ensemble for students who have at least one year of band experience. Instruction will be directed toward strengthening the fundamentals of playing and expanding the students' knowledge of rhythms, key signatures, and musical concepts. The improvement of both individual and ensemble skills will be approached through a diverse repertoire of band literature. Attendance at special rehearsals and concerts is required.

Painting (7th Spring/ 8th Fall) *Fall/Spring Semesters*

Discover the essence of painting fundamentals in this introductory course, where students will explore traditional and contemporary techniques in paintings of imagination, still life, and landscapes. Dive into the world of studio painting with a keen focus on mastering materials, techniques, and ensuring a safe creative environment.

Students will engage in hands-on paint exercises, draw inspiration from examples, and progress seamlessly from initial sketches to a final painting, fostering a comprehensive understanding of the painting process.

Theatre (5) Fall/Spring Semesters

Theatre 5 is a fun introduction to the art of theatre. Throughout the semester students will gain the fundamentals of acting through exercises designed to have students utilize their body, face and voice, while employing stage fright and relaxation techniques. In addition, the course will explore the beginning history of theatre through the Roman era. The course culminates in an ensemble performance at the end of the semester. *Theatre is a performing art. A portion of the course grade will be contingent on participation in a culminating performance.*

Theatre (6) Fall/Spring Semesters

Continuing where Introduction to Theatre left off, Novice Theatre dives a little deeper into different modes of performance and performance spaces, improving critiquing skills, developing a character, and furthering their exploration of theatre history. Students can expect to experience what it is like to perform an improvised scene, as well as duets and monologues. All performances will be done within the classroom.

Theatre - Intermediate (7-8) Fall/Spring Semesters

Intermediate Theatre expands on students' current theatre knowledge and allows them to experience the production, rehearsal, and performance process firsthand. In addition to performance, students will learn the fundamentals of technical theatre design, such as makeup, costume, and set design, as they produce a one-act play. The course ends with a performance of the student produced one-act play.

Theatre is a performing art. A portion of the course grade will be contingent on participation in a culminating performance.

Theatre - Advanced (7-8) This is a year long class.

Advanced Theatre will begin the development of the student for the upper school theatre program, continuing the education of the production process and building upon the foundation built in previous courses, with the goal that they will be able to audition and successfully perform for mainstage and musical productions in the upper school. This course starts with a one-act (that thespians in the class may perform at competition) to build chemistry amongst the cast. While working on the one-act, students will also learn how to use their voice musically through choral exercises. Following the one-act, students will begin the musical production process, learning musical numbers, basic choreography, and more complex acting techniques.

Theatre is a performing art. A portion of the course grade will be contingent on participation in a culminating performance.

Visual Art (5) Fall/Spring Semesters

In fifth grade Art, students explore creative expression with a variety of art media. The visual art students learn the elements and principles of art and design, and how to apply them in their work. Students review artistic styles and interpret works of art. The student will develop creative thinking by selecting subject matter, elements, composition, media, and techniques to communicate an idea, mood, or feeling.

Visual Art (6) Fall/Spring Semesters

6th grade Art education begins with a foundation that emphasizes exploration, experimentation, engagement of the senses, and discussion as paths to understanding. Artworks are linked to artists and art history movements in order to help students gradually develop an appreciation for art. Students continue to learn about the Elements and Principles of Design, and these are incorporated in all class projects. They

explore various media, concepts, and techniques to discover how they can best express themselves. These include drawing using one-point perspective, painting, printmaking, soft pastel, compass design, ceramics, and computer art.

Visual Art (7-8) *Fall/Spring Semesters*

All students in seventh and eighth grade art build on their prior knowledge of the Elements of Art in addition to the foundations set in their sixth-grade art course. Craftsmanship is improved through persistence in practice, to the final developed composition.

Color theory, value, contrast, and proportion are emphasized through a variety of assignments. Students will be able to identify the properties of Two-Dimensional shapes as compared to Three-Dimensional forms throughout the course of study. Community and world cultures are explored through a variety of individual and group activities to deepen historical context and understanding.

Students are also encouraged to explore, take creative risks, and innovate with different mediums, from pencil to pixels and everything in between. With enough time and space to allow for the development of a personal aesthetic.

Computer Science

The Technology Program at Canterbury is designed to prepare students to succeed in our technologically demanding world providing training in computer-based applications as well as advanced theory-based topics. Using industry-standard technologies and methodologies, students learn computer science-specific skills such as programming, website & user-interface design and development, game design and development, and more. Canterbury's Technology Program students also develop transferable skills like critical thinking, creativity, communication, collaboration, and problem-solving.

Middle school students will foster an interest in technology by engaging in the basics of computing. This will include learning the basics of programming using block-based and text-based languages, how computers work, mastery over operating system usage, and word processing. Middle school students will have the opportunity to program robots and micro:bit, giving the students an introduction to robotics and programming in a fun and exciting environment.

Fundamentals of Computer Science (5) *Quarter*

This intermediate-level course builds on students' foundational computer science knowledge and expands their skills through more advanced, hands-on projects and real-world applications. Students will deepen their computational thinking and problem-solving abilities by designing, testing, and refining programs and systems. They will apply coding concepts using Micro:bits and VEX 123 & IQ Robotics, focusing on logic, loops, conditionals, and debugging strategies.

Students will explore how hardware and software work together within operating systems and networks, gaining a stronger understanding of how computers communicate and process information. The course places greater emphasis on artificial intelligence literacy, data usage, cybersecurity practices, and responsible digital citizenship. Students will analyze current technology trends and news stories to understand the evolving impact of computing on society.

Through collaborative challenges and creative, project-based learning, students will design solutions to real-world problems, document their thinking, and reflect on their learning process. By the end of the course, students will be better prepared for advanced technology, engineering, and computer science coursework, with a stronger emphasis on independence, innovation, and critical thinking.

Introduction to Computer Science (6) - *Fall/Spring Semesters (mandatory class)*

Through hands-on activities and projects, students will develop computational thinking skills and gain an understanding of the role computers play in modern society. Students will explore how computers work, learn the basics of coding using a beginner-friendly language, and develop problem-solving skills through hands-on activities and projects. The course also examines the history and impact of computers on society, along with current technology topics and news stories. They will begin to learn programming concepts using Micro:bits, Vex 123 & IQ Robotics. Topics covered are computational thinking skills, how their operating system works, coding effectively, A.I. literacy, Digital literacy, cybersecurity, and data protection. Through collaboration and creative projects, students will build foundational skills that support future learning in technology, engineering, and beyond.

Electives (7th and 8th Grade Only)

Art History (7-8) *Spring semester class.*

This course aims to introduce students to the significance of art in society and help them develop the skills to observe and analyze various works of art from different historical periods. Through guided exploration, students will learn how art reflects the values, beliefs, and events of the time it was created.

During the course, students will be challenged to think and reflect on the following guiding questions:

- The Meaning of Art – What is art, and why is it important?
- Different Forms of Art – How do artists express themselves through painting, sculpture, architecture, and more?
- Why Art Is Created – What inspires artists to create? How does art convey messages or emotions?
- Art in Our Daily Lives – How does art shape our world, from advertisements to fashion to public spaces?
- Careers in Art – What opportunities exist for those interested in art?
- Art Media and Processes – How do artists use different materials and techniques to bring their ideas to life?

By the end of the course, students will have a deeper appreciation for art and its role in society and a foundational understanding of artistic movements, media, and careers in the field.

CougarVision Video and Technical Production Jr. Honors (7-8) *Fall/Spring semesters. **Mr. Torres's recommendation is required for this course.***

In this course, the students will be introduced to Cinema and Film productions. In addition, the students will continue developing a fundamental understanding of video production, camera angles, movements, script, storyboarding, and the rule of thirds. The students will continue to learn how to use technology, photography, and multimedia by effectively producing streams for our *CougarVision Newscast*, *Podcasting*, and *Morning Show* through effective storytelling, sound, and lighting techniques. The students will research stats and data and prepare interviews to produce hype videos, live streaming, and broadcasting of games and special events in our school. The students will produce graphics for our jumbotron. The students will continue developing their photojournalism and creative skills to cover games and media days and produce creative product photography. This hands-on/project-based class allows students to develop leadership, teamwork, interviewing, researching, public speaking, and technical, analytical, and creative skills. The work produced will be entered into local, national, and international contests.

** Additional time beyond regular school hours is required to livestream, broadcast, and film special events. These events will be scheduled and coordinated in advance with parents and students.*

****Prerequisite: Must have already taken a year in video & tech., be available to produce after class, and show full commitment.*

Creative Writing (7-8) *Spring semester class.*

The Creative Writing Workshop offers aspiring writers of all levels the opportunity to explore their creativity and expand their writing skills in a supportive environment. Throughout the course, students will be free to craft stories, poems, and essays while receiving guidance and feedback from the instructor and their peers. The class adopts a workshop-style format, emphasizing active participation and engagement. Students will engage in various writing experiences designed to stimulate creativity, develop writing techniques, and overcome creative blocks. These exercises may include prompts, brainstorming sessions, and experimentation with different writing styles and genres.

Engineering (7-8) *Spring Semester class*

Build, build, and build some more. This course provides middle school students with a hands-on and engaging introduction to the world of engineering. Students will explore the engineering design process, problem-solving techniques, and the different fields of engineering. Through interactive projects, real-world applications, and teamwork, students will develop critical thinking, problem solving, and collaboration skills.

Introduction to American Sign Language (ASL) (7-8) *Fall/Spring semesters*

Introduction to American Sign Language is an elective course designed to develop the skills and knowledge needed for basic communication skills in American Sign Language. It is an exploratory course that establishes a beginning range of communication skills and knowledge of Deaf culture by emphasizing the cultural practices distinct to those that approach the world from a visual perspective. Emphasis is upon the acquisition of comprehension, production, and interactional skills using basic grammatical features. Additional topics include historical events that have impacted the language and culture of the Deaf community, the distinct cultural practices, and the comparison of language features.

Fisheries and Aquaculture (7-8) *Spring Semester class*

Fisheries & Aquaculture is a hands-on course where students learn what it takes to care for aquatic organisms and manage healthy aquarium systems. Centered in our touch tank/aquarium area, students will study how fish and invertebrates survive in the wild (habitat needs, water quality, food webs, and adaptations) and then apply that knowledge to real aquarium husbandry. In small teams, students will “adopt” an aquarium, set it up, and take responsibility for maintaining a successful mini-ecosystem over time. The class will also include collection trips to nearby waterways to observe organisms in their natural environments.

Independent Science Research (ISR) (7-8) *Fall Semester class and is an Independent Study that will meet outside of class time*

Independent Science Research is a semester elective offered in seventh and eighth grade. Every student who participates learns valuable lessons about independent research and the process of inquiry. In this elective period students will be given time and direction to help them: choose a topic of interest, research and plan an experiment, gather materials and test their experiment, and finally draw conclusions from their results and present their research to our community. Students will also have support with the ISEF paperwork associated with their research. Students present their research at Canterbury’s Science Symposium in December/January and some students will earn advancement to our Regional and possibly State Science Fair during the winter and spring.

Introduction to Guitar (7-8) *Fall/Spring semesters*

Guitar Basics for Middle School Students is a foundational course designed to develop technical proficiency and musical literacy on the guitar. Students will study essential guitar techniques, including major and commonly used chord forms, strumming and picking patterns, power chords, scales, and introductory repertoire. Instruction will also include basic concepts of harmony and chord progressions to support musical understanding and ensemble performance skills.

By the conclusion of the course, students will demonstrate the skills necessary to participate in rock, pop, or jazz ensembles and will be prepared to pursue more advanced study in classical guitar technique.

*Students will be required to have their own guitar for the class.

Inside the Everglades (7-8) *Fall semester class.*

Inside the Everglades is a hands-on, project-based class that brings Florida's iconic ecosystem to life. Students will explore how the Everglades works as a living system, how water moves, how habitats connect, and how people and wildlife depend on a healthy "River of Grass." Most class sessions will take place in our touch tank area, where students will learn through interactive labs, quick challenges, and collaborative builds. Students will come away with a deeper connection to the Everglades.

Jazz Ensemble (7-8) *This is a yearlong class.*

Middle School Jazz Band is made up of students that have at least one year of playing experience on a band instrument. Students have the opportunity to learn new instruments that are native to the Jazz Band Ensemble. Students will learn how to play in the three basic styles of Jazz: Rock, Latin, and Swing styles. Attendance at special rehearsals and concerts is required.

Marine Science (7-8) *Spring semester class.*

Marine Science is a course that will focus on different marine environments such as estuaries, tide pools, reefs, vents, and the oceanic zone. Topics covered in this course include The Deep Ocean, Coral Reefs, Ocean currents, Bioluminescence, Types of Mangroves, and Human Impacts on Marine Environments. Emphasis will also be placed on the ecological relationships between marine organisms and their particular habitats. There are two in-depth dissections that will take place in this class. The specimens are a squid and a Perch. There might also be a field trip and in-class research projects.

Mock Trial (7-8) *Fall semester class.*

Overview: A mock trial is a simulation of a court proceeding. The process provides students with knowledge of the judicial system and courtroom procedures. Mock trials help develop students' questioning skills, critical thinking, and speaking skills; and demonstrate the roles of people involved in the court system, such as judges and attorneys. Mock trials may be based on historical events, cases of contemporary interest, school events, or hypothetical situations and fact patterns. General Course Description: In mock trials, students will role-play witnesses and lawyers in both civil and criminal actions relating to various topics. To prepare for a mock trial, students will learn the techniques used to conduct trials, including opening statements, direct examinations, cross examinations, closing arguments, and objections. Class time will be devoted to learning and practicing the skills needed to participate in a mock trial. The goal of the class is to increase confidence in public speaking and critical thinking as well enhance knowledge of legal processes and civic engagement.

Rising Leadership (7-8) *Fall semester class.*

The Rising Leadership Lab is a foundational leadership course designed to help students develop the self-awareness, personal habits, and interpersonal skills necessary to lead themselves and contribute positively to their school community. The course introduces leadership as a set of learnable behaviors rather than a position, emphasizing identity formation, responsibility, and collaboration.

Speech/Public Speaking (7-8) *Spring semester class.*

This course teaches the fundamentals of public speaking as well as the skills needed for positive, effective communication. Students learn about the primary methods and tools that orators use to increase their effectiveness, including voice, nonverbal delivery methods, language, audience analysis, and topic selection. Students also build their skills through the discussion and practice of informative, persuasive, and special occasion speeches along with but not limited to mock interviews and marketing pitches. By learning to effectively communicate, students become better citizens of the world.

Sports Leadership (7-8) *Spring semester class.*

This course is designed to help middle-school athletes understand how leadership, character, and culture show up in sports. Students learn how to lead themselves, support teammates, communicate effectively, handle adversity, and contribute to a positive team environment. The course blends sport-specific scenarios, team challenges, reflective practice, and the study of great coaches.

Study Hall (7-8) *Fall/Spring semesters*

Students have the option to choose a study hall for one semester in place of an elective. This can be taken either in the Fall OR Spring semester **(not both semesters)**.

Theatre - Advanced (7-8) *This is a yearlong class.*

Auditions will be held for this course May 4, 5, 6

Advanced Theatre will begin the development of the student for the upper school theatre program, continuing the education of the production process and building upon the foundation built in previous courses, with the goal that they will be able to audition and successfully perform for mainstage and musical productions in the upper school. This course starts with a one-act (that thespians in the class may perform at competition) to build chemistry amongst the cast. While working on the one-act, students will also learn how to use their voice musically through choral exercises. Following the one-act, students will begin the musical production process, learning musical numbers, basic choreography, and more complex acting techniques. Theatre is a performing art. A portion of the course grade will be contingent on participation in a culminating performance.

Physical And Health Education

Middle School Physical and Health Education (5-8)

Canterbury's Physical and Health Education strives to teach each student how to lead a healthy and active lifestyle while respecting others and our environment. Middle school creates an atmosphere that is optimal for learning the physical, social, emotional, and intellectual growth and development of how our bodies function. The physical education program incorporates the use of a variety of activities and equipment in a progressive manner to suit and challenge the students as they develop and mature. We offer three different courses for physical education; descriptions of these courses are listed below. The health education component focuses on current health issues including nutrition, mental and emotional health, building relationships, personal health care, and bullying/cyberbullying. Students also learn about their growing and changing bodies that occur during adolescence and how to try and manage their emotions.

Introduction to Dance (Fall and Spring Semester) provides students with foundational dance training, regardless of prior experience. Through hands-on practice, instructional videos, and lessons in dance history, students gain a deeper appreciation for the art of dance. The course covers a variety of styles, including Broadway, jazz, step dance, swing, and popular TikTok trends. In addition to learning dances, students will have the opportunity to choreograph their own routines at the end of each unit. This course offers a fun and dynamic alternative to traditional P.E., helping students develop stamina, flexibility, and lasting friendships!

Introduction to Strength and Conditioning: (Fall and Spring Semester; Limited to 12 students, may only take one semester not both): This is an introductory weight training course in which students will learn the principles of muscular development, as well as development of overall fitness. Free weights, machines, exercise equipment, and body weight exercises will be used to apply these principles. Weight room safety, warm-up/cool-down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course as well.

Physical Education (P.E.) provides students with the opportunity to strengthen and utilize their skills and knowledge in everyday activities as well as more complex competitive team and individual sports. Students will learn the rules and practice various sports throughout the school year.

Middle School Athletics (6-8)

Fall	Winter	Spring
MS Golf (Co-Ed) MS Girls Volleyball MS Football MS Cheerleading Cross Country (Co-Ed) Swimming (Co-Ed)	MS Girls Basketball MS Girls Soccer MS Boys Basketball MS Boys Soccer MS Wrestling	MS Girls Lacrosse MS Boys Lacrosse MS Baseball Tennis (Co-Ed) Track & Field (Co-Ed) Beach Volleyball (8th only)

Scope & Sequence

Curriculum	Grade 5	Grade 6	Grade 7	Grade 8
English	English 5	English 6	English 7	English 8
Seminar	Seminar 5	Seminar 6	Seminar 7	Seminar 8
Mathematics	Math 5	Math 6 Advanced Math 6	Math 7 Pre-Algebra Honors Algebra I Honors Adv.	Math 8 Algebra I Honors Algebra II Honors Adv.
History and Social Science	Ancient World History	Medieval World History & Beyond	American History	Economics & Government
Science	Science 5	Earth Science	Life Science	Physical Science
World Language	Intro to World Languages	Chinese IA French IA Spanish IA	Chinese IA, IB, IC French IA, IB, IC Spanish IA, IB, IC	Chinese IA, IB, IC French IA, IB, IC Spanish IA, IB, IC
Arts	Music Ensemble 5 Visual Art 5 Theatre 5	CougarVision VTPF 6 Drawing 6 Music Ensemble 6 Painting 6 Theatre 6 Visual Art 6	CougarVision VTP Fundamentals 7/8 Design and Construction 8 Entrepreneurship Fundamentals 7/8 Entrepreneurship 8 Graphic Design 7/8 Music Ensemble 7/8 Painting 7/8 Theatre – Intermediate 7/8 Visual Art 7/8	

Curriculum	Grade 5	Grade 6	Grade 7	Grade 8
Computer Science	Fundamentals of Computer Science	Intro. to Computer Science		
Electives	N/A	N/A	Art History Creative Writing Cougar Vision VTP Jr. Honors Engineering Fisheries and AquaCulture Independent Science Research Intro to American Sign Language Intro to Guitar Inside the Everglades Jazz Band Marine Science Mock Trial Rising Leadership Speech/Public Speaking Sports Leadership Study Hall Theatre - Advanced	
Physical and Health Education	Physical & Health Education 5	Physical & Health Education 6	Physical & Health Education Intro to Dance Intro to Strength & Conditioning	